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Program Review
Form for External Review Committee
Instructional

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Form ID
225
Division
Continuing Education
Department
Center for Continuing Healthcare Education
Program
Center for Continuing Healthcare Education
Review Year
2010-2011
Member Names
Division Overview
<u>Program/Department Purpose</u>
State the purpose of the program/department. How is this purpose within the mission of Amarillo College?
The Center for Continuing Healthcare Education is located within and is a part of the Continuing Education Division. The Continuing Education Division was created in 2009 during a realignment of the Workforce Development Division. The Center for Continuing Healthcare Education provides continuing education courses in the various fields related to healthcare.

College Mission Statement - Amarillo College's mission is to enrich the lives of students and the community through student success, quality education, opportunity for all, community response, collaboration, and stewardship.

Division Mission Statement – The Continuing Education Division strives to strengthen communities through lifelong learning.

Departmental Purpose Statement -To create educational opportunities in healthcare.

The Center for Continuing Healthcare Education (CCHcE) provides:

- Courses leading to entry level positions in basic healthcare delivery.
- Seminars and workshops which broaden healthcare professionals' understanding of cultural sensitivity, ethics, and law.
- Programs, courses, and seminars specifically designed to enhance intellectual, occupational and technical skills in caring for people from womb to tomb.
- Channels for the improvement of healthcare outcomes in the community.
- Opportunities for Local Healthcare entities to partner with Education for grant opportunities.

A certificate of completion is awarded to participants who successfully complete offerings they may be registered for.

Amarillo College Center for Continuing Healthcare Education is an approved provider of Continuing Nursing Education by the Texas Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. The approval process application consists of six sections which must be completed in its entirety. The sections include the following:

I. Demographical data

II. Goals and organization

III. Unit operations

IV. Resources

V. Comprehensive provider unit evaluation

VI. Educational design and activity

Until 2004, this program approval was valid for a period of two years. The approval period now is for three years. The program at Amarillo College is approved until March 31, 2013. The latest Amarillo College approval process application was submitted to and approved by the Texas Nurses Association in January, 2010.

AHA – Community Training Center Certification through the American Heart Association allows the department to provide Advanced Cardiac Life Support, Basic Cardiac Life Support, Pediatric Cardiac Life Support, First Aid and Automated External Defibrillator courses. This designation is for a three year period and is renewed through reapplication

and audits as well as course monitoring by outside sources.

The Department's purpose is in keeping with the Mission of Amarillo College in that Amarillo College's overall purpose and goal is to enrich the lives of our students and help each student succeed. The Center for Continuing Healthcare Education attempts to do this by tailoring its schedule and classes to meet the needs of those target audiences who attend the courses. CCHcE has added daytime classes based on student requests, and added review times and additional CPR courses to better suit the allied health student's needs. The Department bases its offerings and course changes on needs assessment and requests received through evaluation summaries, advisory and planning committees and a close relationship with the healthcare providers in its communities. The Department has struggled to improve student success rates in its courses by adding additional review times, more appropriate practice equipment and classroom space as well as additional clinical sites and opportunities. The Department has reached out to network with various community agencies in order to more adequately provide for the needs of all those within our service region. Some of these include – grant opportunities with NWTBS, Combining resources through SimCentral and Working with Catholic Family Services to reach out to refugee students interested in the Certified Nurse Aide (CNA) program. Over the past few years the department has been able to expand its offerings to work with the majority of the Allied Health Professions in order to continue to provide educational opportunities to AC students after their graduation and throughout their professional careers.

**Does the answer include a purpose statement for the program/department?
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The department's purpose statement and goals were most recently reviewed and revised during the division retreat in May of 2010. Previous revisions occurred in 2009.

The Division's Mission Statement was also reviewed and revised in the May 20, 2010 Division Retreat.

Does the answer indicate the last time the program's/department's purpose statement

was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

Amarillo College's mission is to enrich the lives of students and the community through student success, quality education, opportunity for all, community response, collaboration, and stewardship.

The continuing education credits offered through the Center for Continuing Healthcare Education provide past AC graduates from nursing and allied health divisions and other healthcare professionals with a means to maintain their licensures and certifications as required by Texas law as well as a means to further improve their professional skill levels. CCHcE attempts to ensure that area healthcare professionals are able to obtain the needed continuing education for their professions here in the panhandle without the need to travel to larger metropolitan areas. This allows us to continue to ensure our students success long after graduation from Amarillo College and allows Amarillo College to provide an avenue of success for healthcare professionals throughout the region as they seek to improve skills and maintain their professional licenses. This department continually changes programming focus in order to meeting the needs of the community. All training involves a Healthcare occupational focus. Some classes are held based on mandatory licensing requirements, mandatory CEU requirements, or area wide certifications. All of these areas change on a regular basis and therefore continuing education is necessary. As an end result, the department supports the college mission by enriching the lives of our students and community.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Does the program have admissions policies?

yes

Where are the policies published?

Many but not all of the programs delivered through the Center for Continuing Healthcare require specific admissions policies which may be based on the outside agency approval needed for the course or the clinical facility requirements for the clinical portions of the specific courses. Other Admissions policies used by the Center are the policies of Amarillo College Continuing Education regarding Criminal Trespass and outstanding financial obligations to the College.

The policies are published in each Continuing Education Course Catalog along with the course descriptions. The Policies can also be found on the Departmental Website and copies are handed out to individual students interested in the class if they come in to the office.

Are all the locations where the policies are published included in the answer?

Acceptable

Concern

Even though the answer states the policies are published on the Departmental Website, there is no hyper- link provided for the Departmental Website to verify the information. A hyper-link to the Departmental website would be helpful.

Explain how these policies are consistent with the mission of Amarillo College.

The admission policies used by the department are in place to meet the standards of accrediting agencies in-order to maintain a level of quality and safety for the students and the College and are specifically in set to maintain the integrity of the Amarillo College name and Mission as well as it's standing as a Community College. The department sets the admission policies based on approval and accrediting agency requirements and guidelines with careful attention to making the classes as easily accessible as possible but maintaining the integrity of the program.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

N/A

Is the program/department accredited?

yes

Which agencies or organizations accredit the department/program?

Please see the list below for each agencies or organization that accredits the various programs within the department.

Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS is on a ten-year accreditation schedule. Continuing Education Units (CEUs) are available based on that accreditation. Amarillo College was last accredited in 2002.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) recognizes the important role of non-credit continuing education in the lifelong education of adults. The criterion for accreditation of the Commission on Colleges applies to all continuing education, outreach and service programs. For non-credit programs, the Commission adopted the Continuing Education Unit in 1971 for use by its member institutions. Institutions whose mission includes the offering of continuing education programs which award CEUs are to follow the guidelines contained in the Commission's document CEU Criteria and Guidelines. Both sets of criteria now place a greater emphasis on the evaluation of student achievement and the assessment of those findings.

The Department is accredited as a Provider of Nursing continuing education through the Texas Nurses Association and must renew that accreditation every three years. The most recent accreditation was in 2010 and the department will renew this accreditation in 2013.

The Department is accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and must renew that every two years. This current accreditation will be up for renewal in April 2011.

The Department is accredited as a Community Training Center through the American Heart Association and must renew that accreditation every three years as well. This accreditation is renewed every two years and was last renewed in 2009. The current accreditation will be renewed in August of 2011.

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

How many years are in the accreditation cycle?

3

How many years are in the accreditation cycle?

Acceptable

When were the accreditations affirmed or granted?

Please see the list below for each agencies or organization that accredits the various programs within the department.

Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS is on a ten-year accreditation schedule. Continuing Education Units (CEUs) are available based on that accreditation. Amarillo College was last accredited in 2002.

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The Department is accredited as a Provider of Nursing continuing education through the Texas Nurses Association and must renew that accreditation every three years. The most recent accreditation was in 2010 and the department will renew this accreditation in 2013.

The Department is accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and must renew that every two years. This current accreditation will be up for renewal in April 2011.

The Department is accredited as a Community Training Center through the American Heart Association and must renew that accreditation every three years as well. This accreditation is renewed every two years and was last renewed in 2009. The current accreditation will be renewed in August of 2011.

When were the accreditations affirmed or granted?

Unacceptable

Recommendation

The answer provided reflects the department is

accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and the current accreditation will be up for renewal in April 2011. However; the answer provided does not state when the accreditation was affirmed or granted. The answer must include when the accreditations were affirmed or granted.

What is the current status of the accreditation?
Accredited

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Unacceptable

Recommendation

The answer provided reflects the department is accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and the current accreditation will be up for renewal in April 2011. The answer does not state when the accreditation was affirmed or granted. The answer must include when the accreditations were affirmed or granted. The current statuses of the accreditations have not been clearly identified.

If not required, is the program eligible for

accreditation?

Acceptable

N/A

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

Acceptable

N/A

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

yes

Identify the external approver(s) for the department/program.

Please see the list below for each agency or organization that accredits the various programs within the department.

The Department is accredited as a Provider of Nursing continuing education through the Texas Nurses Association and must renew that accreditation every three years. The most recent accreditation was in 2010 and the department will renew this accreditation in 2013.

The Department is accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and must renew that every two years. This current accreditation will be up for renewal in April 2011.

The Department is accredited as a Community Training Center through the American Heart Association and must renew that accreditation every three years as well. This accreditation is renewed every two years and was last renewed in 2009. The current accreditation will be renewed in August of 2011

In order to offer Nursing CE courses, CNA courses, and American Heart courses various external agencies must give their approval and accreditation. As listed above the department is accredited for approval on these courses and on an as needed basis we may request approval through various agencies as listed below.

Licensed Professional Counselor and Social Work continuing education provider through

the State Board of Licensed Professional Counselors and State Board of Social Workers.

Continuing Medical Education units are applied for through the Amarillo Veteran's Administration Healthcare System or through Texas Tech University Healthcare System on a per program basis.

Physical Therapy Continuing Education units are applied for through the Texas Physical Therapy Association on a per program basis.

Long Term Care Administrator Continuing Education units applied for through NAB/NACES on a per program basis.

Mortuary Science continuing education credits applied for through Texas Funeral Service Commission, Amarillo College Mortuary Department on a per program basis.

AAPC – American Academy of Professional Coders continuing education credits applied for through American Academy of Professional Coders on a per program basis.

AHIMA - American Health Information Management Association continuing education credits applied for through AHIMA Prior Approval Program on a per program basis.

Animal Control continuing education credits applied for through Texas Animal Control Association on a per program basis.

Dental continuing education credits applied for through the Panhandle Dental Association or the Academy of General Dentistry on a per program basis.

EMS – Emergency Medical Service continuing education credits applied for through Texas Department of Health, Regional EMS Director and the Oklahoma and New Mexico Departments of State Health Services EMS Divisions on a per program basis.

Fire Protection Personnel continuing education credits applied through Amarillo College Fire Protection Technology on a per program basis.

Pharmacist's continuing education credits applied for through Texas Tech University Health Science Center School of Pharmacy, Division of Continuing Education on a per program basis.

Respiratory Therapists continuing education credits applied for through Amarillo College Respiratory Care Department or through the American Association for Respiratory Care (AARC) on a per program basis.

TCLEOSE – Texas Commission on Law Enforcement Officer Standards & Education continuing education credits applied through Amarillo College Criminal Justice Department on a per program basis.

TSRT – Texas Society for Radiological Technologists on a per program basis.

Registered Veterinary Technicians continuing education credits are applied for through TVME – Texas Veterinary Medicine Association on a per program basis.

Veterinarian continuing education credits are applied for through TBVME – Texas Board of Veterinary Medical Examiners on a per program basis.

Case Manager continuing education credits are applied for through the CCMC – Commission for Case Manager Certification on a per program basis.

Rehabilitation Counselor continuing education credits are applied for through the CRCC – Commission on Rehabilitation Counselor Certification on a per program basis.

CMA – Certification and renewal through the Texas Department of Aging and Disability Services – as a Medication Aid Training Site.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable
Concern

The correct name of providers should be reflected. Dental continuing education credits are applied through the Panhandle District Dental Association or the Academy of General Dentistry.

What approval schedule is required by the external approver(s)?

The majority of the approvals are for individual conferences on specific dates and are requested as needed. These approvals are non-transferable and must be applied for on an individual basis typically sixty to ninety days prior to the scheduled event date and expire at the conclusion of the seminar or course.

Was the approval schedule required by the external approver(s) identified?

Acceptable

When did the program/department last receive approval?

The most recent approval for the agencies listed below depends on the most recent seminar date for which that particular discipline credit was required and expired at the conclusion of that course.

The Department is accredited as a Provider of Nursing continuing education through the Texas Nurses Association and must renew that accreditation every three years. The most recent accreditation was in 2010 and the department will renew this accreditation in 2013.

The Department is accredited as a Nurse Aid Training and Competency Education Program through the Department of Aging and Disability Services and must renew that every two years. This current accreditation will be up for renewal in April 2011.

The Department is accredited as a Community Training Center through the American Heart Association and must renew that accreditation every three years as well. This accreditation is renewed every two years and was last renewed in 2009. The current accreditation will be renewed in August of 2011

In order to offer Nursing CE courses, CNA courses, and American Heart courses various external agencies must give their approval and accreditation. As listed above the department is accredited for approval on these courses and on an as needed basis we may request approval through various agencies as listed below.

Licensed Professional Counselor and Social Work continuing education provider through the State Board of Licensed Professional Counselors and State Board of Social Workers.

Continuing Medical Education units are applied for through the Amarillo Veteran's Administration Healthcare System or through Texas Tech University Healthcare System on a per program basis.

Physical Therapy Continuing Education units are applied for through the Texas Physical Therapy Association on a per program basis.

Long Term Care Administrator Continuing Education units applied for through NAB/NACES on a per program basis.

Mortuary Science continuing education credits applied for through Texas Funeral Service Commission, Amarillo College Mortuary Department on a per program basis.

AAPC – American Academy of Professional Coders continuing education credits applied for through American Academy of Professional Coders on a per program basis.

AHIMA - American Health Information Management Association continuing education credits applied for through AHIMA Prior Approval Program on a per program basis.

Animal Control continuing education credits applied for through Texas Animal Control Association on a per program basis.

Dental continuing education credits applied for through the Panhandle Dental Association or the Academy of General Dentistry on a per program basis.

EMS – Emergency Medical Service continuing education credits applied for through Texas Department of Health, Regional EMS Director and the Oklahoma and New Mexico Departments of State Health Services EMS Divisions on a per program basis.

Fire Protection Personnel continuing education credits applied through Amarillo College Fire Protection Technology on a per program basis.

Pharmacist's continuing education credits applied for through Texas Tech University Health Science Center School of Pharmacy, Division of Continuing Education on a per program basis.

Respiratory Therapists continuing education credits applied for through Amarillo College Respiratory Care Department or through the American Association for Respiratory Care (AARC) on a per program basis.

TCLEOSE – Texas Commission on Law Enforcement Officer Standards & Education continuing education credits applied through Amarillo College Criminal Justice Department on a per program basis.

TSRT – Texas Society for Radiological Technologists on a per program basis.

Registered Veterinary Technicians continuing education credits are applied for through TVME – Texas Veterinary Medicine Association on a per program basis.

Veterinarian continuing education credits are applied for through TBVME – Texas Board of Veterinary Medical Examiners on a per program basis.

Case Manager continuing education credits are applied for through the CCMC – Commission for Case Manager Certification on a per program basis.

Rehabilitation Counselor continuing education credits are applied for through the CRCC – Commission on Rehabilitation Counselor Certification on a per program basis.

CMA – Certification and renewal through the Texas Department of Aging and Disability Services – as a Medication Aid Training Site.

When did the program/department last receive approval?

Unacceptable

Recommendation

The answer provided reflects the department is accredited as a Nurse Aid Training and Competency Education Program. The answer

does not state when the program last received approval. The answer only states the accreditation will be up for renewal in April of 2011. The answer must include when the program/department last received approval.

There is also a discrepancy in the following answer: The Department is accredited as a Community Training Center through the American Heart Association and must renew that accreditation every three years as well. This accreditation is renewed every two years and was last renewed in 2009. The answer is not clear in this paragraph. The answer needs to be clarified to reflect when the program/department last received approval.

Is the reason why the program/department is required to receive this approval clear?

Acceptable

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

Most recently the PET Plans have focused on revision and improvement of the CNA – Certified Nurse Aid Program. The most recent PET Plan identified the need for more clinical sites for the CNA program –efforts based on that particular goal have lead to– an increase from one Clinical Site – at the Ware Memorial Living Center to three – including Ware, The Craig Methodist Retirement Center and the VA medical Center's Long Term Care facility.

The most recent PET Plan was:

Goal Statement:

1. Be the first Choice provider of CNA Training.

Objective / Outcomes:

1. After meeting with CCHcE administration to discuss CNA clinical site requirements and benefits, the Nursing Home Administrators in two of the eligible Long Term Care Facilities in the AC service area will sign Clinical Site Agreements and be approved by the Texas Department of Aging and Disability Services as Clinical Sites for CCHcE's Nurse Aide Training Program during the Fiscal Year 2009 -2010.

Results:

Time frame:

9/1/09-8/31/10

1. # of Long Term Care Facilities in AC service area = 57
2. # of new signed Clinical Site Agreements = 3
3. # of state-approved Clinical Sites = 1
4. # of Clinical Sites not approved = 2

Use of Results:

Timeframe:

9/1/09 – 8/31/10

Additional Clinical site will be used for additional CNA classes during the Fall Semester. Additional Skills Lab space obtained will facilitate expansion of the CNA program during the fall semester.

With only one approved Clinical Training site in Amarillo and access to skills training labs only available on weekends or at night the potential for growth of this program has been severely limited. Because of this the Department's first objective was to meet with Long Term Care Facilities in the area and attempt to establish additional Clinical Training Sites and then submit them to the State to request State approval as a site. Of the fifty-seven potential long term care facilities CCHcE identified the Department has managed to secure agreements and willingness to participate from three and have submitted them to the State for approval. Of those three, one has been approved by the State. This gives the Department two potential clinical sites for use and greatly expands the potential for students and courses.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the

program/department?

Acceptable

Concern

Please make a correction to the following type(a)d.

Identify at least one example of improvements/revisions which resulted from the last Program Review.

1. "The Committee recommends that the Center for Continuing Healthcare Education request training from IT on trouble shooting the equipment in the Lecture Hall and the smart classrooms. Anyone who may be on duty during the evening or on weekends should be trained to avoid delays in course delivery. The Committee further recommends that the IT staff member assigned to West Campus be thoroughly trained in the troubleshooting of problems CCHcE staff encounters during presentations."

Since the 2004 review – the Department members have become very skilled at utilizing and troubleshooting the lecture hall equipment and are now frequently called upon to assist other West Campus personnel with the equipment. The Director of CCHcE has been given access to the podium key to set-up and utilize the equipment as needed. The IT department has placed two IT staff members in offices on the West Campus and is currently training them on the use of the AV equipment in the Lecture Hall.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

Traditional classroom

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

As a response to the Strategic Plan through 2010 the following revisions and improvements were made within the Center for Continuing Healthcare Education:

In response to **Strategy 1.1.2 –Align instructional mediums to engage student learners:** This department piloted offering phlebotomy as an online course. This was not well received. Neither the students nor the instructor felt they had sufficient interaction for a skills-based course. The course was then converted to a hybrid course where students perform skills in the classrooms with the instructor and do the reviews, quizzes, and tests online. The

department also purchased computer-based programs to allow Advanced Cardiac Life Support and Pediatric Advanced Life Support to be offered as a computer-based course in house. This concept is now beginning to become popular with the students as it can alleviate having to wait until a course begins the following month. This is highly important for those students who are not allowed to return to work until the course is completed.

In response to **Strategy 1.2.2 – To meet documented Nursing and Allied Health needs:** The department expanded the CNA program and increased the number of CNA clinical sites and has developed a dedicated Nurse Aide Skills Lab. The department also began to offer Continuing Education courses through the Simulation Center and in contract with NWTSHS.

In Response to **Strategy 2.1.4 – Increase access to financial aid and scholarships for economically-disadvantaged students:** The College began taking advantage of TPEG through the AC Financial Aid Department and the Continuing Education Scholarship through the AC Foundation to assist CE students with tuition and fee expenses.

In response to **Strategy 4.1.2 – Strengthen relations with regional nonprofits, foundations, and private associations where common interests exist:** The department developed a mutually beneficial relationship with Panhandle Area Health Education Center, the Veterans Hospital and the Texas Panhandle Coalition of Nurses.

In Response to **Strategy – 6.3.2 -Identify new grant opportunities and increase external funding for strategic plan initiatives:** The department worked with NWTSHS to develop, submit and implement a large Texas Workforce Commission Skills Development Grant, and to form a contract for ongoing Cardiac Care courses through the SimCentral Regional Lab paid for by NWTSHS.

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Commendation

The department should be commended for

working with NWTSHS to develop, submit and implement a large Texas Workforce Commission Skills Development Grant.

Furthermore, the department should also be commended for forming a contract for ongoing Cardiac Care courses through the SimCentral Regional Lab paid for by NWTSHS.

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

Acceptable

N/A

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

- Jeff Doiron –Director CCHcE (Retired 2006)
- Billie Myers – Senior Staff Assistant (Retired 2007)
- Amanda Hoffbauer – Senior Staff Assistant (No longer with AC)
- Pilar Suarez – Associate Director and then Director (No longer with AC)
- Jeanette Embury – Associate Director – (No longer in the Department)
- Keri Shelburne – Senior Staff Assistant – (No longer in the Department)
- Kim Crowley – Education Coordinator then Associate Director and now Director of the department.
- Jimisu Wolff – Senior Staff Assistant
- Scott Spence – Senior Staff Assistant
- Cynthia Crabtree – Associate Director
- Damaris Schlöng – Dean, Continuing Education

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding

implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Explain the primary reasons behind the competencies that were selected.

When the department began developing our PET Plans the goal was to ensure that the goals and objectives selected to be improved and tracked would be very meaningful to the department as a whole and serve to improve the entire department. With this task in mind the departmental goals and objectives were set and in Continuing Education do not necessarily reflect specific student competencies in many cases but departmental changes and improvements that in turn affect students.

The areas selected for improvement for CCHcE were centered on the Nurse Aide Program due to the dramatic changes that were occurring in a very high volume program with-in the department. The changes were affecting enrollment, income, and ability to offer the program. The CNA program underwent changes in prerequisites, testing processes, and clinical size requirements which required the department to adapt procedures and policies in order to maintain the program.

[Documents for links to ReviewCCHcE - 2006 PET Plan.pdf](#)

[Documents for links to ReviewCCHcE - 2008 PET Plan.pdf](#)

[Documents for links to ReviewCCHcE - June 2010 PET Plan.pdf](#)

Do the selected competencies appear to be valid?

Unacceptable

Recommendation

Even though objectives were set to be improved and tracked, the answer does not address or identify selected competencies. The answer must identify selected competencies and why these competencies were selected.

Identify the primary reasons for the assessment tool(s) selected.

One of the initial assessment tools was a phone log for calls regarding the CNA program. This tool was selected due to the large number of walk-in students who stated they had not been told about the changed requirements for the CNA pre-requisites prior to coming to enroll even though they had called the school. A phone script was developed to use with the log and the log was used to allow staff to determine the percentages of students that had contacted our department prior to coming in to enroll and the numbers that were first encounter students with the goal of having students better prepared when they first come to the campus.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable
Concern

A telephone log may not provide valid and reliable results. The Department should look at ways to develop assessment approaches that provide valid and reliable results.

Evaluate the assessment approaches to date.

The phone log database to track incoming inquiries regarding the CNA program was considered a failure in many regards. Most students did call and some called multiple times however many times full names were not received or family or friends called for them and many that called never actually came in to the office. A positive outcome to this tool however was the telephone script for CNA Prerequisites which is still in use and which has been printed and handed to students when they make in person inquiries.

The ongoing struggle with the CNA program regulatory changes in registration and eligibility effects enrollments in the course. The additions of Immunization requirements, criminal background checks, limits on the size of clinical groups and clinical sites have been a challenge to adapt and overcome. While enrollments showed a downturn the department has made steady progress to return to previous levels. With new guidelines in place limiting the number of students in a clinical group more course sections will need to be added in order to obtain previous levels.

Overall enrollments in CCHcE courses have been steady and even show a modest increase over the past few years. Pet Plan outcomes and results impacted the number of student inquiries that result in actual enrollment in the courses. With phone scripts and printed materials as well as clarified course prerequisite wording in catalogs the number of students who do not have all their documentation as dramatically decreased and courses are able to fill without cancelation due to low enrollment. At this time 100% of CNA and Phlebotomy students have completed immunizations and documentation prior to enrolling in courses and additional course offerings have been added.

Will the assessment approaches(s) selected

provide valid and reliable results?

Acceptable

Concern

A telephone log may not provide valid and reliable results. The Department should look at ways to develop assessment approaches that provide valid and reliable results.

Please make a correction to the following typo (h)as.

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

There are no graphs/data available for Continuing Education course outcome assessments.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Unacceptable

Recommendation

The answer provided reflects there are no graphs/data available for continuing education course assessments. Nor does the answer provide a brief narrative summary of qualitative results. The program should provide quantitative

results for student or program/course outcome assessments or provide a brief narrative summary of qualitative results.

What changes have been made in the curricula of the program/department because of the analysis of these results?

In order to overcome the challenges facing the CNA program the department has made and continues to make changes to the program. Student handouts and telephone scripts to explain the procedures for and requirements needed to register for the course. The requirements for registration have been added to the web page and the course descriptions in the catalog and online have been modified for clarity. In addition to this the department has sought out new clinical sites and continues to seek new clinical instructors to assist in enlarging the courses. The west-campus area has expanded facilities which allow for Daytime courses and the department has most recently developed a Pre-CNA and an Acute Care CNA course in order to facilitate student success in the CNA course itself and to develop a pathway to more clearly direct students to furthering their education through an academic program.

Have any changes been made in the curricula because of the analysis of these results?

Unacceptable

Recommendation

The answer provided reflects there are no graphs/data available for Continuing Education course outcome assessments. Therefore; no analysis of the results have been completed to base changes made in the curricula as a result of analysis of these graphs/data. The program should provide quantitative results for student or program/course outcome assessments in order to base changes made in the curricula.

Review the five-year graph(s) of course completions for the program/department. Explain

any increase or decrease that is more than a one-year anomaly.

There are no graphs/data available for Continuing Education course completions as with academic areas. A grade of S (Satisfactory) and U (Unsatisfactory) is recorded and entered on the transcript for each student. CEU credit is awarded for satisfactory completion of a class.

Although there is not a graph available for this data, there are existing reports of grades recorded for CE students provided by the Institutional Research Department.

While the department does not have graphs to show course completions as in the academic arena the enrollment graphs for CNA show the decrease in the CNA program and the struggle to grow this program over the past five years. The department believes that with changes made to the program including adding clinical sites, instructors and daytime courses that the program will see continued re-growth over the next five years.

[Documents for links to ReviewCNA Enrollment Bar Chart.pdf](#)

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Unacceptable

Recommendation

The answer provided reflects there are no graphs/data available for Continuing Education course completions and as a result there is no explanation of any increase or decrease that is more than a one-year anomaly. Graphs/data of course completions for the program/department need to be completed in order to assess any increase or decrease that is more than a one-year anomaly. Five-year graph(s) of course completions should be made available for analysis.

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

As the department moves forward it has begun an aggressive marketing campaign and has plans to partner with local healthcare institutions in order to expand this program. The addition of skills lab space and dedicated classroom space allows for a more flexible course schedule, additional course sections and will allow the department to better meet the needs of its students.

Will the plan of action likely improve the number of course completers?

Acceptable

Concern

The answer reflects moving toward an aggressive marketing campaign and has plans to partner with local healthcare institutions which may likely improve the number of course completers. However; this information must be tracked in order to know the outcomes.

Does the program/department provide for alternative methods of awarding credit?

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Acceptable

N/A

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

Continuing Education is non-academic and does not include general education and/or core curriculum requirements. Therefore, CE curriculum is not approved by the Academic Affairs Committee

This department does not require any general education and/or core curriculum for courses it offers.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

N/A

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

While the department does not require general education or core curriculum courses, many of the courses offered through the department require specific competencies to be complete in a satisfactory manner. In the CNA program the State CNA Examiner performs skills and written examinations on each student who completes the course. In the Cardiac Care Courses each student must perform the required skills in a return demonstration to the instructor, and the instructors must also be monitored by an outside observer at least every two years. As per SACS regulations course outlines are kept on file in the Departmental Office. The links included show an example of a Healthcare Course outline-(The Advanced Fetal Monitoring Course and of the CNA course objectives/outline.

[Documents for links to ReviewCNA Course Objectives.pdf](#)

[Documents for links to ReviewCourse Outline - Fetal Monitoring.pdf](#)

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?

Acceptable

N/A

Outline a plan for correcting any weaknesses.

Instructor updates and expanded skills practice space as well as the use of high fidelity simulation equipment is being utilized as a way to increase student confidence and skill during our courses as a means of continuous overall improvement.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

N/A

Do students/graduates in this program/department have to be certified or licensed?

yes

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Students from some of our courses must be certified and or licensed by the State. For example CNA's receive a State Certification and some of our nursing courses result in the participants completing a Certification Examination to become certified in their area of specialization. The majority of our courses do not require any certification or license.

Some of our programs require a certification or license. The majority of these are not programs that run on a regular schedule but are done on a by request basis and the certifications do not result in new job placement but in pay grade or stipend benefits to those seeking the certificate. The department does not keep job placement data for this reason. The Certified Nurse Aide Program is a recurring program that requires certification and the program has maintained a certification rate over 90% for the past five years.

There has been no lengthy anomaly in the CNA program certification results during the past five years.

Provide a plan of action for the identified problem.

While there has been no anomaly noted in the certification rate for CNA's the department has noted an increasing number of refugee and foreign students who have difficulty with the course and require additional assistance in order to meet the course standards. Because of this the department has developed a working relationship with Catholic Family Services Refugee assistance and is in the process of developing a Pre-CNA course for those students who may need additional assistance to prepare them for success in the CNA program itself.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Unacceptable
Recommendation

The information provided in the answer reflects the certification rate over the past five years for the CNA Program only. Other program certification/licensure rates should also be tracked. Please include all certification rates such as EMS and Phlebotomy.

Please make a correction to the following typo:
(a)n

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

Acceptable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is

more than a one-year anomaly accurate?

Not Applicable

This department does not offer a certificate program as such and does not formally assess job placement at the conclusion of its courses. There are no charts available for this data. The CCHcE Department course offerings are non-academic and Continuing Education courses do not satisfy requirements to complete an Associate degree or academic Certificate.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

Not Applicable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Acceptable

N/A

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

Gaitlin Educational services contracts with Amarillo College to provide online healthcare courses. The American Heart Association has a standardized course content that is based on international research and is utilized for all the departmental Cardiac Care courses, the content is taught by local instructors based on this standardized format.

The department also co-sponsors many programs with various agencies and institutions throughout our service area. The educational content and overall decision making for the delivery of instructional content remains with the Department based on Co-sponsorship or in-kind agreements. The agreements may be specialized if Nursing Credit is awarded due to Texas Nurses Association Documentation requirements.

These agreements are reviewed and updated on a yearly and/or program by program basis to ensure they meet the needs of both the provider and Amarillo College and are based on standardized Amarillo College Policies. No specific changes were identified at this time.

[Documents for links to ReviewGeneric Co-Provider Form.pdf](#)

[Documents for links to ReviewTNA Co-Provider Agreement.pdf](#)

[Documents for links to ReviewIn-Kind Contribution.Jan.2010.pdf](#)

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering

instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

0

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does

the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

N/A

Is any program within the department a technical program (e.g. AAS or certificate)?

no

When was the last Advisory Committee meeting? Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives. Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

N/A

Is the membership of the Advisory Committee broad enough to provide the

scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Acceptable

N/A

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

Continuing Education programs do not have full-time equivalents or specific numbers of completers as academic areas do.

Enrollment numbers have remained stable for the past 5 years and have begun to show slow growth. Educational institution partners have experienced budget reductions in combination with an economic downfall nationally. Each of these has collectively continued to suppress large program growth.

[Documents for links to ReviewFive Year Student Count Charts - CCHcE.pdf](#)

[Documents for links to ReviewFive Year Contact Hour Summary Charts.pdf](#)

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

The Continuing Healthcare Education department's plan to improve enrollment are:

- a. Exploration of additional workforce required CEU's including potential Certificate Programs.
- b. Working with The Veterans Hospital, BSA, and SimCentral to strengthen partnership opportunities that will work well for all institutions during tough budget times
- c. Explore new on-line course offerings including American Heart Courses.
- d. Focus on marketing and strengthening our web presence following LERN recommendations and through new outside partners such as the Panhandle Health Education Center.
- e. Conduct analysis of current class offerings: identify stars and dogs
- f. This department will continue to explore avenues to provide extraordinary learning experiences while keeping prices low to adjust to changing market demands and reduced economic ability.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

Acceptable

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any

dramatic improvement.

This does not apply to Continuing Education areas.

As a continuing education department the department does not have Program Majors or full time faculty.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

N/A

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

There is no graph available for this data – new faculty members and outside instructors are recruited as needed based on the course or program and or student needs and requirements. Course size is

limited based on the instructor and course type in order to maintain a proper student to faculty ratio.

Student to faculty ratios are addressed on a course by course basis with attention to the student and instructor needs, facility capacity, type of program and guidelines of external accrediting bodies. The department does not employ any full time faculty.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable

N/A

Provide an action plan for improvement of any identified problem.

If courses do not meet the minimum enrollment needed, courses are canceled. Frequent cancelations result in a needs assessment to verify the need to offer the course.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the

credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

Unable to open link to roster - Internet explorer could not display page

Instructors of Occupational Education courses meet all SACS and the THECB requirements upon their being hired, it is determined that they have the necessary qualifications to teach Continuing Education courses at Amarillo College. Any instructor teaching a mandated CEU course must hold the required license or certification in the subject matter being taught.

[Documents for links to ReviewStatement of Qualifications.pdf](#)

[Documents for links to ReviewTNA Bio Form.pdf](#)

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements

and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Unacceptable

Recommendation

The Roster of Instructional Staff was not reviewed for proper credentials due to the inability to open the link to the roster. The Roster of Instructional Staff must be reviewed for proper credentials.

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

This Department does not employ any full time faculty.

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

N/A

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

P:\sharedContinuing EducationCCHcE -Program reviewDocuments for links to ReviewFACULTY LISTING 10-11.xlsx

Students are asked to evaluate the course faculty at the conclusion of each course. The Department Director and Associate Director review all course evaluations and address issues regarding instructors on an individual basis with that instructor on a course by course basis. Instructors are given evaluation summaries of the courses they have taught in order to make continuous improvements to their courses and performance.

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for

diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

N/A

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Meeting services

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

None – at this time – Instructors utilize home computers and internet resources as needed.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Unacceptable

Recommendation

The program did not identify which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service. The program must identify which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service.

Does your program/department have discipline accreditation?

no

How has the library participated in this discipline's accreditation?

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

N/A

After assessing the strengths and weaknesses of

the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

While the majority of students do not use AC computer and technology resources the department has available a student use computer for the students within the office to use in requesting student background checks and reviewing Department of Aging and Disability Services information. We see this as a strength of the department in meeting student needs.

A weakness is the lack of technology available to those people we see who are not yet AC students. With CE many times those who need the technology access are those attempting to register and become an AC student. Potential students need access to apply for scholarships, loans and grants, and to request background checks and previous transcripts or to simply register online with AC. These students do not have access to the technology they need in most cases. Many CE students are here for one day only and rapid access to the use of technology while improving is still very limited.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Acceptable

What improvements would ensure that students use technology?

- An Open Access computer lab –with assistance for students who are not yet computer literate and are not yet registered in class.
- Develop online CE classes, certificate programs, and certifications
- Development of the online “shopping cart” registration tool
- Develop a more dynamic and user friendly web presence
- An afterhours Enrollment Kiosk at each campus to allow online registration

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

yes

What changes need to be made to prevent violations of this nature?

It is not realistic to believe that there is absolutely no possibility of a breach in security, confidentiality, or integrity of student information/records. However, the office staff is aware of FERPA laws and they are trained to take every precaution to prevent such a breach.

This department registers the majority of their students using paper enrollment forms. This form asks for the student's social security number or their student ID number. Not all students provide this, but some do. Although this department works hard to secure that information, there is possibility that the form could be lost or stolen.

AC must find a way to migrate away from requesting Social Security Numbers of all students.

The utilization of Paper registration forms and Social Security numbers that must be passed through many different employees' hands will always leave room for potential breaches in confidentiality. The use of computer databases and internet access also allows for this potential. The staff is diligent about FERPA and confidentiality but the risk will always be there. The College does need to find a way to allow for after hours and weekend registrations that do not entail – paper copies of confidential information being held until registration offices open. Electronic and or computerized registration kiosks are a potential solution to this. Our largest complaint from students and the community is the continued use of Social Security numbers on registration forms.

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation

possibility in detail.

Acceptable

What changes need to be made to prevent violations of this nature?

Acceptable

Which support services need to be strengthened to better serve students in this program/department?

- Ask AC
- Web Advisor
- On-line web presence
- Police and or security presence

Explain what aspects of the services need to be strengthened.

1. The Continuing Education support staff receives phone transfers from AskAC on a daily basis. Many of the questions pertain to an Academic Area of the college. It seems employees in this area don't have good training on exactly what each division handles. While AskAC does work hard and is a valuable asset the turnover within askAC has caused significant difficulties for the CCHcE Department.
2. Web Advisor is not user friendly. A shopping cart tool is the best option. Students should be able to search classes by Class Id, Class name, or even subject/degree areas. They should then be able to select classes and add them to a shopping cart. They should have an option to browse all interest areas and easily add or delete selections before checking out.
3. The Amarillo College web-site is not user friendly. It is boring and needs to have daily updates on classes, and new events. Some colleges have an employee who is responsible for doing this. A CE consultant has just been hired to help with this task.
4. The limited number of on duty police officers and the geography of AC as a whole create an inadequate security system and greatly impairs prompt response time when a problem occurs.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

A continued concern among the faculty and staff on West Campus is the lack of visible security officers - particularly at night and on weekends. While officers make rounds, the size and geographic locations of campuses make their presence limited. Many of the part time faculty and staff state they never see a police officer on campus. The irregular hours and days of CE courses make this deficit even more apparent.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Signage for directions on the West campus is very poor and must be improved in order to meet the growing student population needs. A sign that tells the student that this is "A Building" is not helpful and frustrates students greatly. We need larger signs and more descriptive titles as well as campus maps in strategic locations on the West Campus.

The West Campus desperately needs a conference center capable of housing large groups – 300+ and feeding them in a luncheon type setting. Many clients resort to renting local facilities because we cannot accommodate this need.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are

there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Acceptable

Budget

Which program/department outcomes have resulted in budget requests to date?

The Continuing Education Division is entrepreneurial in nature and budget is based on historical performance and conservative, realistic expectations of future performance. The CCHcE Departmental income must meet or exceed expenses in order to move forward and prepare future budget targets.

The department's total income and net income have increased dramatically over the past two years as a result of new ventures in SimCentral and with Grant work. The attached cost study clearly shows this increase and the recent success of this department.

P:\sharedContinuing Education\CCHcE -Program review\Documents for links to Review\Budget Targets - CCHcE-.doc

Documents for links to Review\6-Year Cost Study - Program Review.xls

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Commendation

The department should be commended for its total and net income which have increased dramatically over the past two years as a result of new ventures in SimCentral and with Grant work.

Project the program's/department's strategic initiatives for the next five years based on the

program's/department's outcomes.

The CCHcE Department places a strong emphasis on growing its emergency healthcare programs over the next five years based on public interest and requests. The department will also continue to focus on expanding and growing the CNA program and increasing the contact hours and participation in SimCentral. This department will continue to provide cost effective education. The department is currently understaffed, therefore growth is somewhat stifled. The department objective is to grow in the next five years. If the objective is to be achieved there is a need for additional staff in order to meet this demand.

Strategic Plan:

1.1.1.5.4 add course section offerings which provide an accelerated completion (less than the 16 week semester) for high-demand courses and/or those programs that are unable to meet THECB requirements for completers.

The department is working to expand the CNA program and the Phlebotomy program as well as to begin other short term (less than 16 week) programs in order to meet this initiative of the strategic plan.

1.1.1.7.4 complete experiential learning options.

The Department is utilizing SimCentral and Hospital Based Clinicals in order to increase the experiential learning options for its students.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published

any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

IF anything appears to be inaccurate, identify the apparent violation.

Acceptable

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

yes

Are the references in compliance with SACS approved statement?

yes

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to

award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Acceptable

Other

State any additional comments/concerns which may impact this program/department during the next five years.

During the program review process, explanations of responses to the Yes/No questions were created in a word document. The complete Program Review document is included here for your review and to ensure clarity.

The Department is pushing to increase contact hours and revenue while maintaining quality and integrity. This goal is difficult with a staff of four people. In looking at the productivity of the department it will have to increase staff or cut programs in the near future in order to maintain a high level of quality. The department was cut from six full time staff members to four and was able to maintain the same level of productivity. That productivity and income has risen during the two years and continues to rise without additional staffing.

Important items for the coming years:

- Growth of SimCentral – this is written into the out of district plan to allow CE to be provided through this department to the entire panhandle region and is rapidly expanding. All Non-Academic ventures of SimCentral will run through this department.
- Grants – until 2009 this department was not active in grants – this has resulted in a significant increase in work load for the department.
- Expansion of American Heart Association Courses and procedures
- Expansion of CNA program
- Exploration of new Certificate programs including
 - Home Health Aide
 - Dialysis Technician
 - DHS – Field Worker
 - EKG Technician
 - Patient Services Technician
 - Dietary Aid
 - Ophthalmic Technician

Additional information regarding Publications:

All publications for distribution and advertising that are developed by the department or co-sponsors must follow the guidelines of the College Relations Department. Internal publications are reviewed by the Departmental Director and the Division Leadership then sent to Jena McFall in College Relations for final Approval. In order to ensure this is done appropriately the CCHcE department provides co-sponsors with information on this prior to the development of advertising materials.

P:\sharedContinuing EducationCCHcE -Program reviewDocuments for links to ReviewAdvertising Considerations.docx

Documents for links to ReviewFall Brochure 07 Small.pdf

Documents for links to ReviewUnderstanding Grieving Children & Teens - April 16, 2010 - Brochure (Final).pdf

Continuing Education Certificates reference SACS accreditation as follows:

This instructional program represented by this certificate was provided in accordance with the criteria and standards of the Southern Association of Colleges and Schools and the National Task Force on the Continuing Education Unit.

Documents for links to ReviewCertificate-TNA-4-1-10.pdf

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items

were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable